

Prospectus: The Allen Preparatory Academy Proposal

I. EXECUTIVE SUMMARY

The mission of the Allen Preparatory Academy (*APA*) is to prepare students to become lifelong learners. To encourage an entrepreneurship focus, the school will incorporate business themes across the curriculum to provide students the opportunity to apply theoretical knowledge to real-world situations.

Design Elements

APA shall be a public charter elementary school that will serve the children of Southeast Queens from kindergarten through fifth grade. Our educational philosophy is based on three strong pillars:

- Academic excellence – our students, staff and parents will focus on high achievement and student college readiness.
- Ownership – our students, staff and parents will embrace accountability and take responsibility for learning.
- Service to the local and global communities – our students, staff and parents will improve the quality of life for themselves and others.

These pillars provide the foundation for our commitment by empowering our students to become productive global citizens and lifelong learners. We will encourage these valued attributes through a scaffolded and responsive approach to student learning. Our methods include:

- Rigorous curriculum.
- Engaging and responsive instruction.
- High quality assessments.
- Focused academic and personal goal setting.
- Individualized professional development for adults.
- Organizational systems that support monitoring progress and adjusting curriculum, instruction and assessments to ensure continued student success.

APA will address the New York State standards in all content areas through the use of the Core Knowledge Curriculum. This nationally recognized program provides a solid foundation on which to build skilled instruction in a sequenced manner. The sequence of instruction is a guide to coherent content from grade to grade, designed to encourage steady academic progress as children build their knowledge and skills from one year to the next. Core Knowledge prevents repetition and gaps in instruction that other curriculum plans fail to address. For example, in kindergarten, students are introduced to early civilizations with an emphasis on Mesopotamia, world religions and Egypt. This is followed in grades 1, 2 and 3, with a deeper exploration into other world cultures such as India, China and Rome.

The unique feature of our curriculum is a focus on business and entrepreneurship. Our academic subjects will infuse this theme in the teacher selected activities that students complete. Our constructivist approach to learning mirrors a business plan and will enable our students to design and create businesses that improve our local community and impact world change. More

Prospectus: The Allen Preparatory Academy Proposal

importantly, each student will work with their teacher and family to develop an “Educational Business Plan” (EBP). These individualized guides for learning will be personalized to help students consider what they know, reflect upon what they need to know and implement how to get there. By continually working on the EBP, students and their families will become full participants and owners of their education. Our facilitators will provide academic content expertise as they help guide students into full educational ownership.

Capacity of Founding Board Members

The founding Board of the Allen Preparatory Academy is comprised of five highly qualified educators’ with a wealth of experience in the field of education – aggregating more than one hundred and twenty five years of experience. Expertise includes the areas of finance, governance, organizational planning, curriculum and instruction, student support services, special education, community engagement and turning around troubled schools. All Board members are appropriately certified in their respective fields of study.

The Lead Applicant for the Allen Preparatory Academy serves as the High School Superintendent for Manhattan and the Bronx for the New York City Department of Education. Her rich experience of thirty years includes pre-k thru college level teaching, guidance counseling and administration. She has also served as a high school principal. She has experience developing and opening both a public high school and a charter elementary school. As an active resident of the Community School District 29 (CSD 29), she also serves as a community organizer – providing volunteer services in many capacities. .

Another trustee has served as Superintendent of Schools and Assistant Superintendent for Business and Operations in a number of school districts during her career in public education. She has supervised all areas of central office administration and is an accountant by profession. Her strong business practices and procedures have always been successfully reviewed by Independent, Internal Claims, State Education and Comptroller’s Office Auditors.

A third trustee is an Assistant Adjunct professor at Long Island University and has been teaching, challenging and counseling students on the fundamentals of business for more than fifteen years. He offers a wealth of knowledge in the areas of budget development, accounting and purchasing functions.

A fourth trustee serves as the Assistant Director of Field Services for the Council of Supervisors and Administrators. In her position, she provides professional development and support to high school supervisors. She has also successfully served as a high school principal for seventeen years.

A fifth trustee serves as Executive Director of a special education preschool program. She is highly qualified with expertise in the areas of program startup, administration, finance, audits, governance, supervision, clinical competence and childhood education. She is a speech and language pathologist by profession and is the co-founder of a section 4410 special education program and an early intervention program servicing children and their families in Queens and Brooklyn.

Prospectus: The Allen Preparatory Academy Proposal

II. STUDENT POPULATION

A. Student Enrollment

Grades	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	2016 - 2017
K	80	80	80	80	80
1st	92	92	92	92	92
2nd		100	100	100	100
3rd			100	100	100
4th				112	112
5th					112
Total	172	272	372	484	596

B. Target Populations

Recruitment Plan

The Allen Preparatory Academy will service students in kindergarten through fifth grade. Students residing in Community School District (CSD) 29, where the school will be located, will receive admissions preference. The Allen Preparatory Academy will comply with the new guidance and draft admission policies and procedures provided by the New York State Education Department. The school will also comply with the requirement to conduct an admissions lottery to the school at a community board meeting. If the number of applicants exceeds the number of seats available, a waiting list will be developed so that families will have the opportunity to be called when space becomes available. Policies and procedures will be adopted by the school during the planning year. All policies and procedures will comply with applicable state and federal laws and requirements as amended under the Charter School Act of 2010.

The process of student outreach will begin with mailings and presentations to leaders of community based organizations to introduce the school. We would provide key information regarding the school's mission, design and structure in order that leaders might effectively share information with their constituents. After the initial meetings with community leaders, flyers in languages of the community will be posted in local churches, recreation centers, laundry mats, local grocery stores, libraries and any other venues suggested by the community leaders. Notice of meeting dates and times for open houses where additional information might be acquired will be posted on the flyers. At these open houses, CSD 29 families will have the opportunity to learn more about the mission, structure and curriculum design of the school. Other measures to recruit students will include but not be limited to advertisements in local newspapers and on local radio stations.

On or before September 30, 2011, applications will be made available to parents online and, in person at specified locations, times and in languages of the community. The application deadline will be March 31, 2012, for start-up year admissions.

Prospectus: The Allen Preparatory Academy Proposal

The Allen Preparatory Academy recruitment efforts will specifically target traditionally less informed parents and families and great efforts will be made to facilitate the application process for the aforementioned families.

Statistics about the Community

The Allen Preparatory Academy is located in New York City's local school District 29 which covers the Southeast region of Queens and is adjacent to Nassau County. The communities of Queens Village, St. Albans, Hollis, Springfield Gardens, Cambria Heights, Laurelton, Bellerose, Rosedale and Jamaica lie within the borders of the district. In the district there are nineteen elementary schools and a total of 41 schools service students in grades K - 12. The District is predominantly African American with a growing number of immigrants from various countries including Central America, South America, Haiti, China and Pakistan-India.

Approximately 16% of the students in CSD 29 have Individualized Education Plans (IEPs) and receive a full continuum of special education services including Special Education Teacher Support Services (SETSS), Collaborative Team Teaching (CTT) classes and other models of integrated inclusion classes, instruction in self-contained classes, and related services such as special language, counseling, and adaptive physical education.

Approximately 7% of the students are English Language Learners (ELLs), with Spanish as the dominant language spoken other than English. During the 2008-2009 school year, 9.7% of ELLs were served in transitional bilingual education classes; 3.4% were served in dual language programs; and 86% were served in English as a Second Language (ESL) programs.

The average home in one section of the district, Jamaica, NY is listed at a price of \$318,307 as compared to the average home in Queens listed at a price of \$430,000 (Jamaica Real Estate Overview, 2010). Recently, 356 homes were on the market for sale, 346 were sold and 189 homes were in pre-foreclosure.

There are more than 26,000 students in CSD 29 with 65% of the students qualifying for free lunch and 11% qualifying for reduced lunch. In addition, approximately 180 students are in temporary housing. Of the 42 schools in CSD 29, 33 are Title 1 eligible, 26 schools are implementing Title 1 School Wide Programs and 10 are Targeted Assistance Schools. In addition 71 % of the students are African American, 13% are Hispanic, 13% are Asian and 2% are White. The NYSTART school report card system does not disaggregate free and reduced lunch counts by ethnicity. They only show cumulative data for disadvantaged youth.

CSD 29 is in good standing with regard to math and science and is in improvement year 5 for ELA. Moreover, CSD 29 has not made AYP in ELA or math for Students with Disabilities and has not made AYP for math on the secondary level (NYC Dept. of Education Website). Although the District is making strides toward improving performance for students with disabilities and English Language Learners, Students With Disabilities still have not made AYP in ELA. Moreover, while the gap is closing in math and science, amongst ELLs and SWDs, more attention needs to be devoted to improving overall science instruction for elementary students and especially for Hispanic students.

Prospectus: The Allen Preparatory Academy Proposal

Based on the statistics available, CSD 29 is making steady progress toward closing the achievement gap for most children. However, there are still many challenges in meeting the needs of subgroup populations. An alternative education option within the community and specifically for students with disabilities and Hispanic students, which have not made consistent progress in the traditional public schools is necessary.

Students With Disabilities

A Child with a disability - is defined as a "child... with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; AND, who... [because of the condition] needs special education and related services (IDEA PL 108-446, 2004)."

The placement of students with disabilities ages 3 through 21 in appropriate settings has been an integral part of the Individuals with Disabilities Education Act (IDEA) since its enactment. Three basic principles are included in the federal mandates. These are: placement is based on the student's individualized education program; placement is in the least restrictive environment; and a continuum of alternative placement options is available to all students with disabilities.

Allen Preparatory Academy will comply with education law and provide programs and services as mandated on the child's Individualized Education Plan (IEP). Students will be challenged and included in our rigorous curriculum that supports their skills and abilities. Lessons will be designed to encourage an entrepreneurship focus. The school will incorporate business themes with their IEP goals to provide students the opportunity to apply theoretical knowledge with practical real-world situations.

At The Allen Preparatory Academy, there will be an established belief that all students benefit from a full inclusion environment, including students with special needs. We will comply with all regulatory special education requirements in the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, all civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR) and any additional regulations required by the State of New York. We will not discriminate against any student and will be committed to working with students at varying levels to ensure that students complete their K through 5th grade education.

The creation of standardized school-wide assessments will set benchmarks of expectation based on the New York State Learning Standards for all subject areas. At the Allen Preparatory Academy, benchmark tests will be provided to ensure that students are being challenged appropriately and learning the entrepreneurial process. Based on the demographics, CSD 29 is significantly populated by young people of color: African-Americans and Hispanics make up more than 76 percent of the population.

Prospectus: The Allen Preparatory Academy Proposal

English Language Learners

English Language Learners (ELLs) - are students with varying educational needs, backgrounds, languages, and goals. English language learners are individuals who are learning English. The term is usually used in education to refer to students who are acquiring English as a second language. According to the United States Census Bureau, 30% of students by the year 2010 will be English language learners, and many schools are starting to rethink their training and curricula to address the issue of a large number of incoming students who may have limited English skills. In effect, ELLs offer significant diversity in terms of language, backgrounds, and cultural values. This alternative educational model allows ELLs the opportunity to quickly assimilate into the school community. Students who are English Language Learners will be fully integrated into the classroom environment with English as a Second Language support.

Students Eligible for Federal Free and Reduced-Price Lunch

Students Eligible for Federal Free and Reduced-Price Lunch – are children from households that meet federal guidelines and are eligible for free or reduced-price meal services under the National School Lunch and School Breakfast programs. All meals served must meet the U.S. Department of Agriculture meal requirements. However, if a child has been determined by a doctor to have a disability and the disability would prevent the child from eating the regular school meal. We will make substitutions prescribed by the doctor. If a substitution is needed, there will be no extra charge for the meal. Other factors that determine a child's eligibility for free and reduced lunch are as follows:

- A member of a household, as determined by the administering agency, is receiving assistance under the Food Stamp Program, or the Temporary Assistance for Needy Families Program (TANF);
- The child is enrolled in a Head Start or Even Start program on the basis of meeting that program's low-income criteria;
- The child is homeless as determined by the school's homeless liaison or by the director of a homeless shelter;
- The child is a migrant as determined by the state or local Migrant Education Program (MEP) Coordinator; or
- If the child is a runaway receiving assistance from a program under the Runaway and Homeless Youth Act and is identified by the local educational liaison.

At The Allen Preparatory Academy we will ensure that any/all student(s) that fit the aforementioned profile is provided with free and/or reduced lunch.

Prospectus: The Allen Preparatory Academy Proposal

Attracting, Serving, and Retaining Students

Attracting, Serving, and Retaining Students will be key for The Allen Preparatory Academy. We are committed to the continued success of our students. To do this we shall actively seek to attract, serve, and retain students in CSD 29 and use the following strategies:

- Prepare informational materials for publication and distribution in accessible languages (i.e. Spanish, Haitian Creole and Asian if applicable etc.);
- Coordinate public service announcements for local media platforms – press, cable TV in accessible languages;
- Facilitate meetings and discussions between members of the founding group and the general public in community based organizations throughout the district;
- Introduce the school to target population families within CSD 29 via affiliations with, but not limited to: Public Libraries, Health Centers/Clinics, and Community Based Organizations etc.

Serving Students

Serving students of color and students who are living in poverty is a paramount concern for us. These are students who encounter extreme odds in terms of academic success. They are the students we will strive to serve. Therefore, it will be necessary to ensure that we apply a complete and competitive education curriculum for the 21st century. The Allen Preparatory Academy will endeavor to develop students' core competencies to ensure development of their analytical and critical thinking as it pertains to entrepreneurship.

The Allen Preparatory Academy will help students develop the skills necessary to meet and exceed today's academic requirements by using project-based learning, critical literacy, and a constructivist approach. We will use the Core Knowledge and Math Connect curricula to meet the learning challenges of our diverse learners. Our entrepreneurship focus will incorporate business themes across the curriculum, providing students with the opportunity to apply their theoretical knowledge to real-world situations. These themes provide a framework for both student instruction and school culture, an anchor upon which the entire entrepreneur process will be built. Additional strategies to ensure serving the students are as follows:

- Integration of entrepreneurship curriculum throughout all subjects;
- Recruit and retain highly gifted and talented teaching professionals including those who are licensed in special education and English as a Second Language.
- Partner with students, parents, and community members to ensure improved student achievement.

Prospectus: The Allen Preparatory Academy Proposal

Retention of Students

Some parents and students may recognize that despite the Allen Preparatory Academy's appeal and advantages, it is simply not a good fit. We believe that a student data driven collection and analysis process will benefit the school in its recruitment efforts. Retention strategies will include the following:

- Providing individual attention through reduced class sizes;
- Providing regular student feedback via student conferencing and during EBD review.
- Enrolling students across grades to have adequate time to adopt to the entrepreneurship process;
- Developing a school environment that embraces increased student responsibility for code-of-conduct issues as well as caring and sharing;
- Hosting open forums to elicit and share ideas and concerns amongst school stakeholders.
- Creating programs that build the students' overall learning curve and create a cohesive community environment.

III. SCHOOL DESIGN

a) Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics

At **APA** we believe in using multiple approaches to meet the learning strengths and needs of our students.

APA will feature a business and entrepreneurial infused curricula. We propose an innovative and standards-based instructional program that will empower our children to own their learning as they gain skills for college and beyond. Our entrepreneurial focus will commence with kindergarteners who will use something as common as neighborhood walks to brainstorm ideas on meeting community needs. From this beginning, students will grow into graduating 5th graders who will design and plan entire theme-based virtual communities. In addition, each student will develop a personalized learning plan (Educational Business Plan (EBD)). Using the tenets of "Business Growth Potential" from the Startup Business Plan, our students will continually look to answer the following questions: 1) Where am I now? 2) Where do I need to be? 3) How am I going to get there? This constant academic and social reflection will be used as the primary tool that fosters student ownership of learning. These above mentioned interventions have successfully facilitated student achievement through appealing to multiple

Prospectus: The Allen Preparatory Academy Proposal

learning styles, focusing on individual student strengths and challenges, and fostering self-efficacy.

The **APA** business theme serves as one of the primary tools to bolster student engagement. However, the essence of literacy and numeracy instruction will emanate from our usage of the *Core Knowledge* and *Math Connect* curricula. The broad based learning opportunities offered in these programs address the learning strengths and needs of English Language Learners (ELLs), students with disabilities and high achieving students. Both have been noted for their success with struggling students. Alignment of these programs with the State Common Core Standards will serve as our guide in determining what students need to know and be able to do to ensure success in life. Our teachers will enhance usage of these curricula with other curriculum resources that include the business theme and include real life situations.

The **APA** connection to real life situations will be echoed repeatedly as academic disciplines are aligned with the skills required to operate a successful business.

Core Subjects	Business Plan Skills
English Language Arts and Foreign Languages:	Effective communications: Do I understand others? Do they understand me?
Mathematics	Innovative problem solving: How can I get/buy what I need? How can I get/buy what I want?
Science	Experimentation and systematic analysis: What is working best? What is not working at all? How do I know?
Social Studies	Historical and thorough research: What has been tried before? What needs to be done now? What should be done in the future? Why?
The Arts: music, art, dance, etc.	Creativity: Do I like this? Do others like this? How do I get other people to like this and want this?
Health and Physical Education	Sound Practices How do I change things that are going bad into things that are going good? How do I keep things going good?

Prospectus: The Allen Preparatory Academy Proposal

The **APA** classroom structure will also lend itself to improving achievement and decreasing the achievement gap. We will personalize education for our children. Our student entrepreneurs will be offered the opportunity to spend more time-on-task as it relates to their ability and learning style. Using a blended instructional model, our teachers will prepare lessons that carry the same high expectations in learning outcomes for all students. Adapted and differentiated instructional strategies will be used to facilitate student learning. Our class lessons will specifically offer individualized activities that will include usage of the classroom computers. This blending of direct teaching, small group, pairing and usage of technology will be a standard expectation in all classrooms.

APA will ensure that all ELLs and students with disabilities receive all required services. In addition, we commit to providing supplemental instructional and socio/emotional interventions to support and boost the achievement of these students. We will utilize community services and community based organizations that provide additional support for students and their families. Services of this nature will also be provided for additional groups of students.

In our community there is a growing population of English speaking immigrant students with limited English proficiency. While this data has not yet been sufficiently captured in the districts' records, it is a growing concern amongst community schools. School leaders face the challenge of helping these students transition from their English dialect to reading, writing and speaking grammatically correct English. While in-class instructional interventions will provide a strong transition foundation, we will also employ the services of our community based organizations to support continued student and family learning during the weekend and after school.

b) Increase high school graduation rates and focus on serving at-risk high school populations (including re-enrolled drop-outs and those below grade level);

APA is an elementary school. However, we know that our role is critical in helping our students develop positive academic and social practices that will ensure their future success. Sources show that a noted aspect of success in life has been ownership and self-efficacy. We will instill this learning habit in our youngsters as they participate in developing their "Educational Business Plan" (EBP). This document will capture some features of a business plan and some features of individualized educational plan (IEP). Student contributions will especially influence the area of:

- "Reflection" - What went wrong? Or what went right?
- "Next Steps" – What do I need to do to improve my understanding?

As we look to prepare students for continued education, we will establish working relationships with business programs that have traditionally worked with older students: The City University of New York Institute for Virtual Enterprise (IVE) and the Network for Teaching Entrepreneurship (NFTE). Since 2002, IVE has worked with at-risk high school and college students preparing them with the skills to build "technology-driven student-centered simulations". NFTE has a history of preparing and certifying "Entrepreneurship" teachers. To date, both organizations have only worked with high school and college students and teachers.

Prospectus: The Allen Preparatory Academy Proposal

To ensure that our students are successful in high school and college, we will propose a working relationship that will expose our teachers and students to the effective programs that each of these organizations offer. We will propose an expansion of their services to include elementary school students.

c) Focus on academic achievement of middle school student populations and preparation for transition to high school (if applicable);

Although this area is N/A, please see our answer above as we are committed to ensure academic excellence for our students throughout their school years.

d) Utilize a variety of high-quality assessments to measure understanding and critical application of concepts;

At **APA**, we will take a data driven approach to improving student performance using multiple measures to identify and address student weaknesses and strengths; and target areas for growth on a continuing basis. Progress will be tracked toward concrete and challenging goals that are established upon admission to our school. Moreover, our new academy evaluates the effectiveness of curriculum and instruction that includes academic intervention services through the use of technology and professional development for parents and staff. In addition to Unit assessments, we will provide our students with instruction that will allow our entrepreneurs to achieve success on city and state mandated assessments. The following examinations will be used to determine grade level mastery for our entrepreneurs. (see Chart 1).

Students at **APA** will benefit from teacher specific assessments aligned with the curriculum. Teachers determine the end products for each unit of study in every content area. Various projects will be identified based on the students learning inventory assessment to ensure the instructor is targeting the student primary learning style. Student friendly rubrics will be created for each assessment providing a framework to determine our entrepreneurs' level of understanding. Each rubric will serve two fold; one to provide the students with the guidelines for the assessments and two to ensure mastery of the task. As the students consistently complete a given task/skill, the student rubrics are refined to foster higher level instruction.

Prospectus: The Allen Preparatory Academy Proposal

Chart 1

	English	Mathematic	Science	Social Studies
Grade K	DIBELS	Math Connect unit assessments	Core Knowledge Unit assessments	Core Knowledge Unit assessments
Grade 1	DIBELS	Math Connect unit assessments	Core Knowledge Unit assessments	Core Knowledge Unit assessments
Grade 2	DIBELS	Math Connect unit assessments	Core Knowledge Unit assessments	Core Knowledge Unit assessments
Grade 3	NYS ELA	Math Connect unit assessments & NYS Math	Core Knowledge Unit assessments	Core Knowledge Unit assessments
Grade 4	NYS ELA	Math Connect unit assessments & NYS Math	Core Knowledge Unit assessments & NYS Science	Core Knowledge Unit assessments
Grade 5	NYS ELA	Math Connect unit assessments & NYS Math	Core Knowledge Unit assessments	Core Knowledge Unit assessments

For example, our first grade entrepreneurs begin studying the solar system. The following rubric serves as a sampling of one end-of-unit assessment that could be used to determine understanding:

Grades 1: Solar System Project

Grade _____

Handed the assignment in on time: 4 points

- I. provide access to viable education alternatives to students in regions where there are a lack of alternatives

Prospectus: The Allen Preparatory Academy Proposal

<u>Category</u>	<u>4 – Above -16 points</u>	<u>3 – On -14 points</u>	<u>2 – Approaching – 12 points</u>	<u>1 – Below -10 points</u>
<u>Content and information</u> The information in this category will change depending on the desired end product	6 or more sentences on a topic in paragraph format. 2 full Paragraphs Full understanding of content	5 sentences on a topic mostly in paragraph format. 2 full Paragraphs Mostly an understanding of content	4 sentences on a topic mostly in paragraph format. 1 full Paragraph Some understanding of content	3 or less sentences on a topic not in paragraph format. 1 full Paragraph No understanding of content
<u>Handwriting</u>	Very neat and organized	Neat and organized	Mostly neat and organized	Not neat and not organized
<u>Sentence Fluency</u>	Sentences flow nicely. Sentences have details.	Basic sentences Sentences have some details.	Basic sentences Sentences have no details.	Lacks basic sentence structure Sentences have no details.
<u>Writing Process</u> This section includes information about the graphic organizer, rough draft, final draft, conventions, etc.	Graphic organizer – done independently Rough draft Final draft 3 out of 3 handed in. Transferring all corrections from the graphic organizer and rough draft was made correctly. Heading is correct.	Graphic organizer Rough draft Final draft 3 out of 3 handed in. Transferring most corrections from the graphic organizer and rough draft was made. Heading is correct.	Graphic organizer Rough draft Final draft 2 out of 3 handed in. Transferring some corrections from the graphic organizer and rough draft was made. Heading is mostly correct.	Graphic organizer Rough draft Final draft 1 out of 3 handed in. Transferring corrections from the graphic organizer and rough draft was not made. Heading is not correct.

e) Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision-making, and effectiveness;

Current practices across the nation point to Instructional Teams as one of the most effective structures to improve student success. In New York City, the practice of Teacher Inquiry Teams has rendered some marked success in schools where common planning, inquiry work and sharing best practices have been fully and properly implemented.

At *APA* our teachers will use this structure of Teaming for: the examination and analysis of student data, the development of data-driven lesson plans, and the improvement of their

Prospectus: The Allen Preparatory Academy Proposal

pedagogy. As part of our continuous cycle of learning, this teacher intervention will also include pointed feedback to teachers, formally and informally from administrators and collegially from other teachers. In this design the measure of teacher improvement is directly correlated with student improvement.

Teams will be used throughout our school design to ensure inclusiveness of all stakeholder voices and to effectively impact teaching and learning. Our Administrative Team will adopt the practice of “Instructional Rounds” to keep a current eye on classroom practices. A Parent Team will stay abreast of parental concerns to address concerns as they arise. Ultimately the combined stakeholder voices will be heard during the regularly scheduled Open Forums.

f) Partner with low-performing, local public schools to share best practices;

The NYC Department of Education recently developed the “District Charter Collaboration Compact” which calls for partnerships between public schools and public charter schools to support the success of all schools and share best practices. The compact calls for schools to come together to share best practices in education. In addition, it encourages educators to collaborate on joint opportunities for grant funded initiatives. We fully support this compact as it permits a more seamless collaboration and cooperation amongst entities. One of our initial responses will be to work with other school to develop a “Best Practices Share Fair” in a collaborating school in CSD 29. *APA* staff and CSD 29 staff will have the opportunity to learn from each other as they showcase effective teaching practices.

Our school leader will also network with the CSD 29 Community Superintendent and neighboring school leaders to collectively discuss common concerns, i.e. dismissal times, neighborhood safety, and joint ventures that will benefit the community.

g) Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques;

The Board of Trustees of the Allen Preparatory Academy is dedicated to the school’s mission and success. The founding board members are experienced educators, business and financial leaders, and community participants charged with the responsibility to set policy, oversee finances, and evaluate the school leader.

Three board members have experience in founding public, private, and charter school entities and are well aware of the pitfalls and challenges of starting and maintaining a successful school.

Our school’s location has been identified. Plans for further discussion of the terms of the lease and other associated costs are commencing.

Written policies for all areas of the schools operation will exemplify best practices in governance, finance, personnel, curriculum, assessment, school administration, and staff development providing a secure foundation for the school. The school leader will provide strong leadership and accountability to the board. Our leader will develop a safe, supportive, nurturing, and engaging academic and professional environment for students, staff and parents. The financial manager will prepare financial reports such as balance sheets and income or profit

Prospectus: The Allen Preparatory Academy Proposal

statements that can be analyzed and used to make financial forecasts and ensure that the school is operating within the confines of the budget. Along with the school leader, the finance manager will oversee the organization's budget and ensure that the Allen Preparatory Academy meets its financial and operational obligations.

We will network with the Charter School Institute to gain additional resources and information on startup funding and private grants that would support our entrepreneurship focus. In addition, staff and board members will avail themselves of the vast trainings, webinars, and one-on-one consultancies available on staffing models, community engagement, special education programs and practices, and other programs as they become available at the Institute.

h) Demonstrate the support of the school district of location and the intent to establish an ongoing relationship with such district;

APA will be located in the Jamaica section of Queens, New York. During the initial year, our academy will serve 172 kindergartens and first grade entrepreneurs from culturally diverse backgrounds. The community is home to mainly African Americans that live in the general vicinity of the school. The goal is to make **APA** a central part of the community to many of the students and families living in CSD 29. The immediate radius of the proposed school building only includes two elementary schools. There is a correlation between the school distance and student performance. The long standing relationships between the home and school and the students and teacher, lead to better discipline, less anonymity, better attendance, a more comprehensive understanding of the needs of each child, and thus a higher degree of student academic achievement.

A working relationship has already been established with CSD 29. The Community Superintendent is aware of the development of this school and fully welcomes and supports the creation of a new educational opportunity for children. A recently adopted contract between New York City and local charter schools include an agreement for working relationships between public schools and public charter schools. At **APA** we see this as an opportunity to unify the educators in our community.

i) Provide access so viable alternatives to students in regions where there are a lack of alternatives;

The **APA** feature of educational ownership is an alternative for elementary school students in the district. While older students have participated in planning parts of their education, this opportunity is rarely given to younger children. Student conferencing that is used in many elementary schools does offer young children a chance to express their impression about learning. However, the Educational Business Plan requires that students fully share in this process. In addition, families are asked to actively participate.

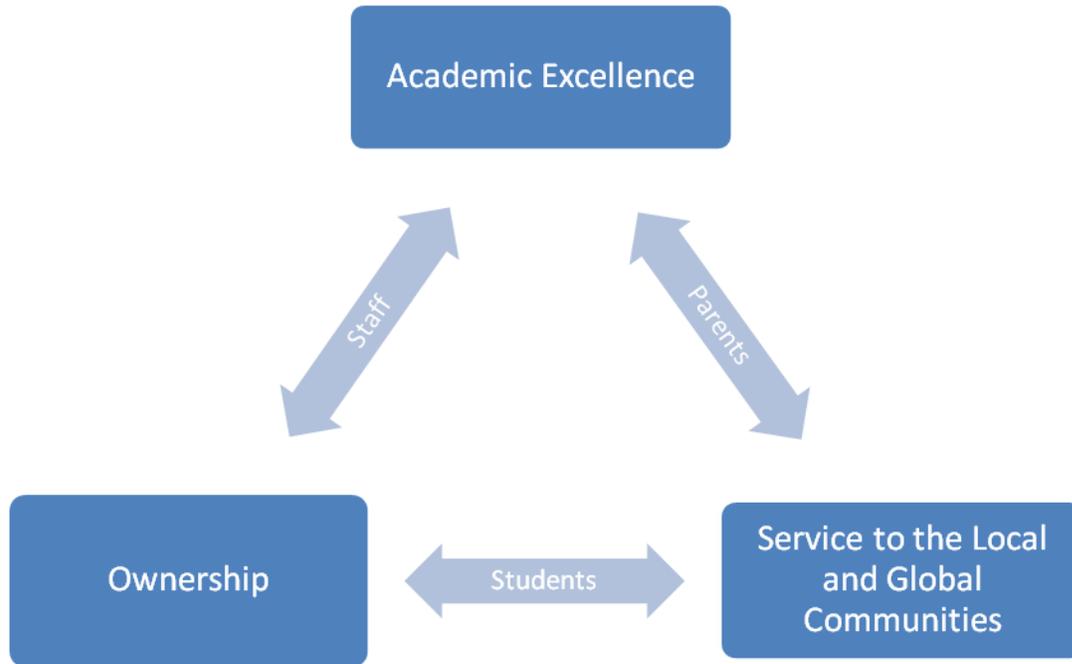
We firmly believe that the **APA** will be an education beacon in our community. Along with the **EBP**, we offer:

- Evolving instruction

Prospectus: The Allen Preparatory Academy Proposal

- Engaging Curriculum
- Cutting edge technology throughout the school
- Collegial collaboration with neighboring schools
- Business partnership
- University and college affiliations

Pillars of Success



Prospectus: The Allen Preparatory Academy Proposal

References

<http://www.p12.nysed.gov/psc/documents/USDOESuccessfulCharterSchoolsreport.pdf>

Date accessed January 24, 2011.

<http://www.regents.nysed.gov/about/stmt07.pdf> Statement on Governance Role of a Trustee or Board Member Revised May, 2010. Date accessed January 24, 2011.

http://www.census.gov/aboutus/FY_2010_Congressional_Submission.pdf

http://www.score.org/template_gallery.html

http://www.ethica.dk/doc_uflash/The%20Dunn%20and%20Dunn%20Learning%20Style%20Model%20of%20Instruction.htm

<http://www.reference.com/browse/Self-efficacy>

Bandura, A. (1997). *Self-efficacy: The exercise of control* . New York: WH Freeman and Company.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology* , 52, 1-26.

Baron, A. Robert (2004). *Social Psychology* , Tenth Edition.

Carver, J. & Carver, M. (1997). Reinventing your board. A step by step guide to implementing policy governance. Josey-Bass, San Francisco, CA.

District Charter Collaboration Compact (2010) New York City Department of Education, NY, NY.

SCORE Business Plan for a Start-up Business

The American Association of School Administrators (1991). Learning styles: Putting research and common sense into practice. Arlington, VA.

United States Census Bureau, of students by the year 2010